Daily Lesson GAME Plan: Lesson C: Collaboration Activity

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| Lesson Title: Final Project | Related Lessons: Obstacles, Strengths, and Solutions |
| Grade Level: Professional Development | Unit: Making World Language Learning Authentic |

GOALS: Students will develop a project that can be used in their perspective school district’s website to promote the learning of Foreign Languages beyond the minimal requirement, and include the promotion of Advanced Placement courses.

Content Standards are reflective of the World Language Content being that this Professional Development is for World Language Instructors.

* Connection: Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
* Comparisons: 4.1 Students demonstrate understanding of the nature of language through comparisons of the cultures studied and their own.
* Comparisons: 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
* Communities: Standard 5.1: Students use the language both within and beyond the school setting.
* Communities: Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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| ISTE NETS-S   * 6-8 (11-14) Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. * 6-8 (11-14) Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. * 6-8 (11-14) Integrate a variety of file type to create and illustrate a document or presentation. * 9-12 (14-18) Select digital tools or resources to use a real-world task and justify the selection bas on their efficiency and effectiveness. | * 9-12 (11-14) Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. * 9-12 (11-14) Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. * 9-12 (14-18) Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs |

**Instructional Objectives**:

* WL teachers will come together and find ways to promote foreign language learning in their districts.
* WL teachers will become familiar with the WL standards of their state & the course of study of their district.

**ACTION:**

Before Class preparation: Websites and resources will be researched to provide the class with ready resources for preparing the project.

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| During Class: Ning web page: <http://worldlanguagepd.ning.com/>, Wiki web page: http://worldlanguagepd.wikispaces.com, classroom site | | |
| Time | Instructional Activities | Materials and Resources |
| Day 5-6 | Storyboard/Rough Draft | wiki, internet, Chatzy or Skype, PowerPoint/SlideShare, TeacherTube |
| Day 7-9 | Project work days | Wiki, internet, Chatzy/Skype |
| Day 10 | Presentations, Evaluations | Ning, wiki |
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For the final project, you will create a Group presentation to advertise the upper level and AP courses for all the World Languages that your district offers. You will choose either a PowerPoint or a video to be included in your district’s web site. The presentation should not be longer than 3 minutes. It must include information that is factual and appealing to the students and parents. College requirements and National/State standards must also be included. Any additional information that you think will attract students will be beneficial. See rubric for project requirement information. (For presentation submit videos/powerpoints to Ning in Video section.)

**Project:**

* 1. Groups: Members will be same language teachers; French Teachers, Spanish Teachers, German Teachers, etc. (If ESL teachers are included, an additional group will be added. Due to the time frame of this course, same language teachers will be able to work together more effectively in areas of content standards nationally, statewide, and the district course of study.
  2. Content:
     + 1. Reasons why to enroll in upper level and AP courses.

1. Educational benefits
   * 1. Global benefits
     2. Social benefits (students)

B. Interviews (can be oral or quotations)

1) students: high school and college

2) teachers and professors

3) college administrators

* 1. Presentation:
* 2-3 minute PowerPoint or video, creative, persuasive
* Final presentation; PowerPoint should be formatted in SlideShare and video should be formatted in TeacherTube.
* URL to presentation should be submitted to Ning: Forum Presentations

**Day 5-6**

**Activity 1**: Storyboard/Rough Draft—wiki page

1. Choose your presentation format. (See Resources Page for links and instructions for specific formats if you are not familiar with how to prepare a PowerPoint or video.)
2. Review the project requirements and rubric with your group.
3. Assign roles.
4. Create a Storyboard/Rough Draft of script of what your presentation will be. Post it to your wiki page when completed. (Due Day 6)

**Day 7-9**

**Activity 2**: Project Work Days

Group members should be putting together a final script to submit as a transcript to the video or PowerPoint presentation. Groups should use the wiki pages to store notes and references. Groups should use the discussion section to communicate any questions or concerns. Groups should also use Skype and Chatzy for synchronous meetings. (Remember that these conversations can be printed and stored on the wiki page as well.)

**Day 10**

**Activity 3**: Presentations

1. Students should go to Ning site and watch and review all presentations. In the comment section, give feedback about whether or not the presentation will effectively convince students and parents that upper level and AP courses are valuable courses to take.

**Activity 4**: Evaluations

Students will be given a self-evaluation form and a peer (group) evaluation form. These forms will have questions that will require reflection of what you have learned as a teacher from this course. They will also require reflection of you experience in a collaborative learning experience.

These evaluations should be submitted directly to the instructor via email.

MONITOR:

Ongoing Assessment(s):

* Are my students understanding the information and gaining new insight into their beliefs?
* Are my students able to find new ways to make some changes in their current curriculum?

Accommodations and Extensions:

Back-up Plan:

Have physical copies of discussions, articles and Graphic organizer printed up for each student or group of students to review.

Diversity:

Second Language Learners: Students are paired with groups of like languages; their colleagues will be able to assist them with language barriers

Exceptional Learners: Students are given self-reflective assignments (discussions) that will help them to identify their learning strengths.

EVALUATION:

Lesson Reflections and Notes:

Was it helpful to meet with everyone in person first and at the end?

Did my students understand how to navigate the Ning and the Wiki so that they can use them in the future?

Will I use two forms of technology applications again? Why? Why not?